

FEELING BOARD?

As was mentioned last week, students involved in the Education Campaign had every intention of occupying the meeting of the BSGS, on Friday morning. On hearing this the Board for the first time in its history invited students to its meeting and changed its venue to Melville Hall. This was obviously a ploy to avoid the embarrassment of another occupation.

However a group of students decided there were distinct advantages in occupying Melville Hall rearranging the chairs or putting banners and poster defining our position around the walls. This group entered Melville Hall at 7.00 pm on Thursday evening. Once this had been done, a publicity committee was elected and they informed Radio ANU and put leaflets around the Halls.

At this point a strategy meeting was convened to determine tactics for the meeting the next morning. It was decided after much discussion that if the Board refused to rearrange its agenda to discuss our motion we would call the meeting to a halt, or decide whether to let the Board out of the room.

The motion that I mentioned above was one formed at the Students' Association meeting on the Wednesday before the occupation. The meeting decided to support the demands and to set up an action committee to set about the job of implementing them. What we wanted the Board to agree to then, was not just our own demands, but to actually do something about them.

I think we justifiably believed that even if the Board had agreed to what we wanted, in principle, if there was no movement towards implementing our demands, the Education Campaign would have been put back to its 1968 stage. This was to be avoided at all costs.

Indeed, from the outset they were obviously trying to absorb us within their own structure — a structure which was just not capable of understanding, let alone resolving at least the implementation of our demands. They had been invited to discuss the effects of the implementation of our demands by Council.

The action committee would consist of equal numbers of staff and students to report to the Board at its June meeting.

On Friday morning another meeting was held of most students attending the Board meeting. The decisions of the previous night were reaffirmed and the arrival of the Board members was awaited with interest.

The Board members singly entered the Melville Hall with some trepidation at the sight of 250 students facing them.

The Board agenda had already been decided by the Standing Committee previously. The Board intended to consider a motion which would have emasculated the student motion before it was even brought forward for consideration. Student speakers at the beginning of the meeting pointed out the unfairness (read bias) of the situation to the Board, but as expected they did not quite see the situation as we did. Sympathetic

members of the Board then moved that the Agenda should then be changed to consider our motion before any other. This motion was lost.

The meeting then erupted with students angrily expressing their disagreement and bringing the meeting to a standstill. As the confrontation continued the board was obviously worried that its attempt to entangle students within its bureaucratic processes was about to collapse. They were in effect scared.

This was a very successful tactic, for the Board immediately realized that it was just not going to continue in its own bureaucratic way at the expense of student wishes.

One funny fellow from the Pol. Science Ivory Tower called Dr Hume claimed that the students were fabricating the whole case, there was no evidence, there never was any, the meeting should be firmly disciplined, the Board should reconvene in the Mills room without the students, who were intimidating the Board anyway, etc. etc.

V.C. Williams wanted his lunch.

The fact that students were united in not accepting any compromise or delay at all until our motion had been debated with our participation was determined in us coming out with practically all we wanted. NO COMPROMISE was the most important principle which we had based ourselves upon and it is regrettable that one small student faction, the Trotskyites, stupidly put out a pamphlet emphasising their correction that 'all

reasonable compromise should be made so that the Board will show its 'true' face. This was an infantile illinformed statement as various bodies already knew the 'true' face of the Board from constant committees ever since 1968. You don't occupy their meetings just to find out what they are like. You occupy meetings because you KNOW what they are like AND because you want to change their institutions.

SYA in this regard made a blunder which could easily have destroyed the unity at Melville Hall where we made the Board come around to our point of view.

The main arena of the campaign has shifted from occupations to the classrooms where students must demand the implementation of what the Board has resolved as desirable objectives. These are:

"That the B.S.G.S. -

(a) approves as desirable objectives the following proposals.

- (i) Staff-student participation on an equal basis of representation in the determining of course content;
- (ii) A wider choice of means of assessment;
- (iii) An end to overcrowded classes by the repetition of lectures or tutorials, not by the introduction of quotas;
- (iv) Establishment of a Women's Studies course, the content of which to be decided on by the women of the University.

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ETCETERAS

NOTES

Well its good to see that the "Man is a rat Theorists" proved wrong. Studies undertaken by the London School of Hygiene and Tropical Medicine have shown that what was previously taken to be incurable namely mental retardation caused by malnutrition in infancy can be remedied by a good old fashioned happy home. Professor J.C. Waterman of the school said that the reason that this discovery took so long was that American (typical) scientists used animals in their experiments and in regard to these experiments there was little similarity between humans and rats.

As the end of the year approaches and doesn't it always, the thought of job prospects may be looming largely in front of you. If you find yourself in this unfortunate position read on. Good old ANU is offering positions to graduates in the staff of the Academic Registrar. So if you have the right abilities, like giving in at all costs, an ability to set a committee in less than three minutes, a strong belief in confusion and red tape, then do not hesitate, rush over there and offer them all you've got. And remember if you are going you might as well go in comfort.

If you find the oil companies a heart-break, you ain't seen nothing yet. In the midst of their bleatings for an increase in the price of petrol, the British Petroleum Co. (BP) announced an increase in profit of 78.5% in 1973. Given that we are running at high inflation and everybody is supposed to be suffering, WORONI takes their hat off to you BP you mother fucking turds.

President Park, (well known fascist puppet of Nixon and all round bad guy), President of South Korea is to receive \$143 million in aid if Nixon gets his way. It always refreshes me when I see the Americans aiding countries, who put to death critics of the government, who impose mandatory life sentences on those who criticise the constitution. I mean Russia isn't even that bad.

A farewell dinner on May 10th has been organized by the University for Colin Plowman, the former Academic Registrar. Cost is an exorbitant \$8.50, anyone wishing to attend please leave their names at the Students' Association office. For friends of Colin who cannot afford the dinner, he will be at the S.A. Office from 6 till 7.30 pm on the night of the dinner.

Wanna see a piece of America? For those interested in going on the Long March to North West Cape in May, information and forms are available at the S.A. Office.

DOPE

Captain Matchbox returns

The Marijuana Action Group is pleased to announce the return of the Captain Matchbox Whoopie Band to Canberra - If you missed them last time make sure you don't make the same mistake twice. Captain Matchbox will be playing at Canberra's first Marijuana Benefit concert on the 11th of May at 8.00 pm in the Union Refectory. Admission will be \$1.50 for all students (incl. Uni, CCAE, Art School, Tech. College, high schools, etc) and \$2.00 for others. Narks are not welcome.

Also playing at the concert will be the popular Canberra group the Can Band; there will also be a light show by Gravity Machine, films, games and some free grass (bring your own just in case).

The money raised by the concert will be used to establish a bust fund. Any person in Canberra who is busted will be eligible to get money (on a grant or loan basis) to help pay for legal costs and fines.

Come along to the Concert - get rid of your first-term blues and let end of term euphoria take over.

Below is a list of the names and phone numbers of Lawyers who can be contacted to handle dope busts. Cut this list out and stick it on your wall or put it in your pcket in case of emergency.

DRUG BUST LAWYER LIST

Ben Solomon, Marquis Jackson	470122 (BH) 861475 (AH)
Pam Coward ATCW	497788
Greg Stretton, Dennis Martin (JEA's)	480499 544748
John Faulks	470133 881657
Terry Higgins	815095
Tat Cork	815287
Jim Calhoun	476422 541971
Romano	497405 816265
Gillespie-Jones	957141
Brian Morris	476611 302272
Peter Shields	497828 477386

If you don't stash your hash you're gonna get busted.

The next Marijuana Action Group meeting will be early in Second term at a date to be advertised. Any student or non-student (excepting members of the drug squad) is eligible to join M.A.G. - to be a member of M.A.G. you come along to meetings. HELP UP LIBERATE MARIJUANA!!



COARSE WORDS

Once upon a time people assumed that student minds were like a blank sheet of paper waiting to be written on by the teacher who knew an amount of information that had to be inscribed upon the minds of the ignorant pupil. This led to stultified courses and a complete lack of participation or discussion in class.

However student challenged this view and the Board of the SGS adopted the demand for student participation in course content as a desirable objective. This acknowledges that students have something to contribute and should not swallow the courses whole. In any case knowledge does not come to us politically innocent. Instead it has embedded in it certain assumptions which students can question if they can seize the chance. Some Departments may imagine that the way of teaching science has no social or political effects, but anyone who wants to preserve the environment would have to disagree. After all, some courses could very easily offer projects concerned with the effects of the Molonglo Parkway on Lake Burley Griffin or of Black Mountain Tower on the nature reserve. Others may imagine that there are "main areas of economics which must be studied and others that are purely marginal. But this deliberately ignores the major battles over capital theory raging between Jaon Robinson and Paul Samuelson which vitally affects the whole edifice of neo-classical economics. As another example the content of philosophy courses impose a divorce between the philosopher from his/her historical period.

Quite apart from the role students can play in asking for these matters to be dealt with in courses, there are more down-to-earth questions relating to the number and people of practical assignments and the topics covered in lectures and tutorials that are now open for students to participate in.

There is no reason why a teacher should bring along a lump of material each year to be studied, when students have something to contribute. Don't wait for reports or committees, but act.

EH?

Non-Academic Staff: It may surprise you to learn that non-academic staff have to negotiate against the registrar for pay claims etc who then "represents" them to Council and its Committees. There are no non-academic staff representatives on these crucial bodies. Therefore the Students' Association has been passing on Council documents to the main union, Hospital and Research Employees Union (H. & REA) and will be supporting them in their submission to have six representatives on Council. H & REA represent 600 non-academic staff. They are very angry about how they have been treated in the past. Students should support them to the full! We have nothing to lose and some valuable allies to gain.

LAWD

COUNTER-IDEOLOGY

Jurisprudence and Property

On 15 January this year the *Canberra Times* carried a lengthy report of a court case in which a senior assistant secretary of the Attorney-General's Department was charged with having refused a breath test and with having driven while under the influence.

The defendant pleaded guilty to the first charge. No evidence was offered on the second charge.

The magistrate found the first matter proven but did not enter a conviction. This is perfectly within the law. Even the magistrate's reason for not recording a conviction was unexceptional: the defendant's good character and 35 years of conviction-free driving.

What was revealing was the analogy used by the magistrate to explain his decision: "Good character is like having money in the bank. You can draw on it when you need it".

Some people professed to be shocked by this statement. There was no reason for them to be. All their shock revealed was their ignorance of the philosophy underlying the political and judicial practices of capitalist society.

From Hobbes onward, bourgeois ideology has been dominated by market concepts. To fit men into the marketplace it was necessary to present their attributes as 'properties' which they exchanged like any other commodity.

As Hobbes put it in the *Leviathan*: "The value or worth of a man is, as of all other things, his price, that is to say, so much as would be given for the use of his power".

So naturally any human capacity or attribute, social right or duty, can be viewed like money in the bank. The magistrate had hit upon something which learned professors of law spend their time avoiding.

(For a brief but brilliant exposition of the market view of man under capitalism see C.B. Macpherson, *Democratic Theory*, OUP, 1973 chapters X & XI.)

Humphrey McQueen.

JESUS

A big banquet was held in Durban recently to mark the end of the South African chess championships. But when the time came to present the prizes, the guests were surprised to learn that the champion, Gerald Holmes, was not there.

The reason for his absence was the colour of his skin. The banquet was held in one of the restaurants reserved for whites only, and Holmes who is a coloured, was simply told to keep out.

The prize was later presented to him in the coloured enclosure of the local racecourse.

Two other Coloured contestants were also debarred from the closing ceremony.

LITERARY SUPPLEMENT CCAESARIAN

Requires any original contributions written in words. Graphics and photographs. Please send to:
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Caesarian Literary Supplement,
Canberra College of Advanced Education,
PO Box 381
Canberra City, ACT

CPA Campaign Fund. 4 Dixon St., SYDNEY 2000.

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Total received to April 19 - \$744.

HUMIDIOTY

Maintaining the HUME tradition.

The events of the Political Science Liaison Committee meeting of 29 April 1974 were but another example of the mammoth hurdles facing the campaign for student participation and control of their University study — namely reactionary academics and the bureaucratic tradition.

The committee is composed of 4 students from each Political Science unit and the staff of that Department. The chair is assumed by the Departmental Head. The present occupier is Dr Hume — acting Head. Its format is generally informal — a limited agenda and free debate.

After two meetings, this year it has become obvious that the discrepancies and injustices of our present University system and academic hierarchy are manifested in this committee.

At the first meeting this year a motion was put, to the effect that — this committee take note of and urge all students to attend the public meeting on education to be held on April 18th. Dr Hume refused to accept this motion as it was — in HIS opinion — beyond the scope of the committee! He also argued that the motion implied that the committee:-

- 1) accepted the fact that the education system was wrong,
- 2) agreed that it should therefore be changed,
- & 3) was therefore aligning itself with the policies of the Students' Association.

It was obvious that most of the students present disagreed with this interpretation and were shocked at Dr Hume's refusal to accept the motion. However, one of the more "diplomatic" students present suggested an amendment which Dr Hume found acceptable and thus conflict was avoided.

It was, to say the least, rather a shock to be confronted by a continuation of the "motion" debate at Monday's meeting. On arrival we were presented with three papers.

- the S.A. demands on education,
- the ideals the BSGS agreed to 'in principle'
- a reply to Mr Lockwood's *Propaganda Statement* and the following agenda.

[These are to be discussed at an extraordinary meeting or PSLC on May 2nd]

Debate on this introductory note did not occur till Item 5 — "other business" however in the interests of continuity I shall discuss it now.

The student queried the reality of Dr Hume's Decision on the following grounds:

- 1) Motions had been put, accepted and moved at previous meetings (some staff



verified this). They were used infrequently e.g. on the semester issue. Most students preferred informal discussion but felt instances occurred when formal jargon/procedures were necessary.

- 2) This interpretation was a personal one by Dr Hume and should be subject to examination by a higher authority e.g. the Legislation Committee.

- 3) That the nature of a committee was surely to make decisions and/or recommendations. If this was not a decision making body, it was not a committee and several students felt their membership was gained under false pretences.

Dr Hume stated that the meetings could be conducted quite effectively by general consensus and thus formal motions were unnecessary. His attitude to the problem of interpretation of this consensus was highly questionable. It was apparent that Hume was assuming (indeed already had) the role of interpreter legislator.

The students argued that this amounted to one way communication and that the Dept. should accept the resolutions of the student in whatever form the students felt necessary or desirable. They were not prepared to accept his authoritarian attitude. Also it was surely improper for the Chairman to assume an absolute right

to adopt procedural amendments without placing them before the committee for debate.

An interesting point which some of the staff stressed was that motions stifled debate and created factions. i.e. they politicized the Political Science Liaison Committee.

Hume was being attacked on valid and (dare I say it) democratic grounds. He announced that he was going to rescind his decision. NOT because his decision was invalid BUT because he had based it on incorrect information. He no longer believed that the putting of a motion was an INNOVATION (nasty word) in PSLC procedure. Thus since there was no danger of something new happening during his' reign, he would in future accept motions.

The issue of the absolute power of the Departmental head remains as yet unresolved. This power does not affect students alone. It was obvious at this meeting that conflict existed between the younger academics and the more conservative senior staff.

The other main issue raised was that perennial boggy — exams. At a meeting of Asian Government students it was decided to seek an optional mid year exam. This unit is composed of 2 sections — China in the first half of the year and Japan in the second. Different lecturers take each section, no attempt is made to compare or contrast the 2 political systems and two separate papers are set for November. So, in FACT, this course is two semester units. So the students felt justified (with the support of their lecturer) in requesting a mid year exam option.

Dr Hume, in the best tradition of petty bureaucracy, argued that, however the course may appear to students, it is in theory i.e. in HANDBOOK — a full year course. He could not agree to "burden" the students with an exam in mid-year. He took no account of the fact that the students preferred a mid year exam. Unfortunately neither of the lecturers involved was present (both being overseas). Dr Hume did suggest that he would discuss the matter with Dr White on his return & would then perhaps write to Dr Stockwin. It is now May the holidays are upon us, and as the chances of communication with Dr Stockwin are slim, it seems certain that because of the "red tape involved" the chances of a mid year exam are slim.

Faced with authoritarian bureaucratic attitudes like this what chance have students got in achieving any positive reforms of our education system.

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The original motion to change the order of the agenda so that the students motions could be considered first were lost 18-16 and 17-15 with quite a few abstentions. Now at the stage of the meeting following the students' disruption the situation changed radically. The students motions were in fact adopted (with a couple of minor amendments) without discussion. That is, the meeting changed from a mood of not being prepared to discuss our motions (if the council motion was considered first and passed, our motion became meaningless) to acceptance of our motions. It is quite clear that without strong student action and pressure the student motions would not have been effectively considered at either the Board or Council. The leading, most consistent supporters of the student motions were Dr Fry, Professor

Johnson (both) and Professor Williams while the crucial swinger in the situation was Professor Gibb.

Perhaps the greatest assets to student unity were Dr Hume and Professor Cameron. Their obvious ignorance and incompetence combined with their reactionary attitudes showed students that there was a real need for unity and success.

The crucial question now is what next. There is a staff-student committee to report to the Board on implementation which may require strong student action to get action upon the report. There is a meeting of all liaison committee and Faculty Education Committee Representatives on Monday at 1 pm to discuss common policy on implementation. There will be the formation of activist groups to discuss implementation in special cases at the Students Association meeting next Wednesday. Already several units are experiencing student discussion and unity to produce implementation in their unit. Why not begin it in yours.

David Lockwood, Julius Roe, Chris Warren



Woroni needs ads!!!
If you've got something to advertise, advertise it in Woroni. Just pick up your phone and ring 487818 and ask for John Goggles Grimau. He came back.

PEEING ON PEACOCK

PEACOCK'S FOREIGN POLICY

Foreign Affairs certainly feels there's something to lose with a change of Government. "Go Ahead, vote Australian Labor Party" — the immaculate blue-striped shirt diplomat was selling badges in the Wellington on Friday night the young Foreign Affairs staff were out in even greater numbers than usual. There was a real sense the election campaign was on. A ministerial advisor was button holing one officer to leaflet Eden-Monaro. Others joked about resigning if there was a change of Government. Several young Niuginian and African cadets gave me strong indications of where their preferences lay.

When I got home with my borrowed copy of Andrew Peacock's foreign policy I began to see that all this activity wasn't pointless. In general, insofar as the document descends to specifics it mainly consists of endorsing policies already taken by the Government or proposing as new initiatives steps which have in fact already been taken. In other words Peacock would do little new, except respond to events. But where it relates to the third world — especially to the Indian ocean zone of

regimes in Southern Africa.

True the Liberal and Country Parties do "deplore" policies of racial discrimination. Apparently to go this far is not to upset the gentlemanly convention of non-interference in the internal affairs of other nations that is one of the central planks of their foreign policy. But the document makes it clear that they will never go beyond polite regret. The important statement is the preceding one. A Liberal-Country Party Government "will not provide or condone support for revolutionary movements in Africa aimed at the violent overthrow of governments." Africans are presumably meant to be patient and to accept their situation. But, as Julius Nyerere, the President of Tanzania pointed out to the National Press Club (21/3/74) to claim to be neutral is to support apartheid." As we see it, the difficulty about this neutrality and non-intervention is that it favours that stronger side and in this case that means apartheid and colonialism". Yet the Liberal-Country Party sees nothing wrong with military aid, so long as it is given to a group in power to maintain the status quo. "We will consider sympathetically any request for defence co-operation from the Indonesian

purchase of Australian products. "We must be flexible, but I don't see why Australian business shouldn't benefit from Australian aid programmes" he told me earlier this month.

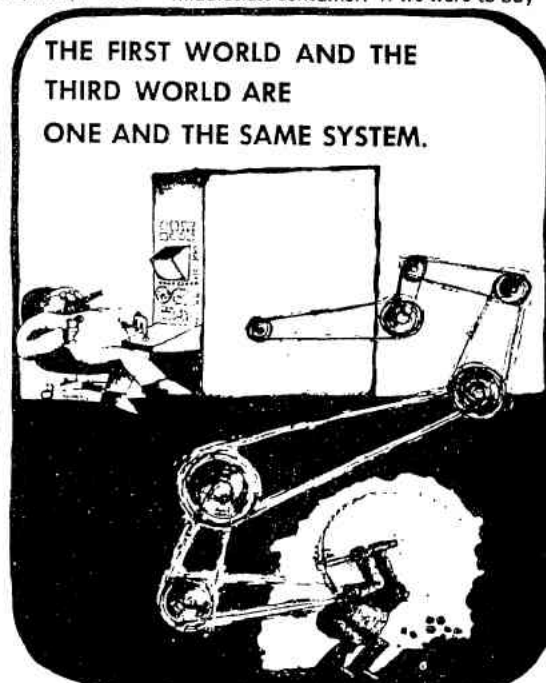
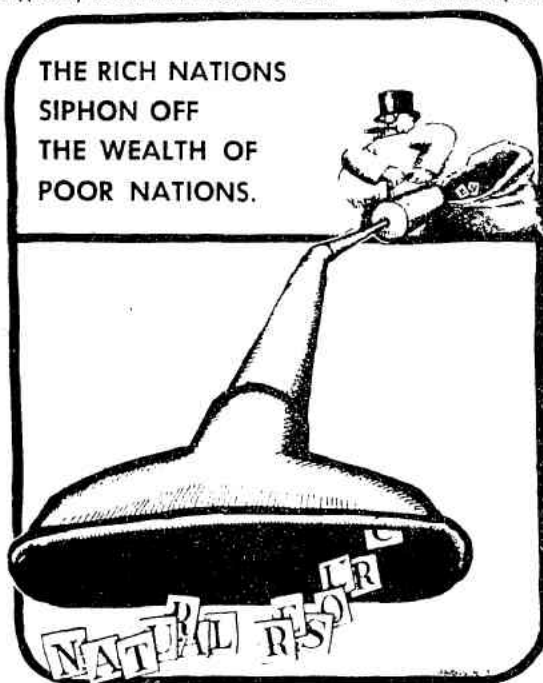
Resource diplomacy and cartels of producer nations to get higher prices for their raw materials from industrialised countries are anathema. These "would advantage some nations at the expense of others". The document would like to see the world's resources made available "on fair terms to producer and consumer alike".

Andrew Peacock's resource policy echoes that of Henry Kissinger, another representative of a consumer nation. It shows no sympathy for the attempts of third world producer countries to form a united front for the first time to get a better deal in the terms of international trade.

The Liberal Party's real attitude to increased trade and investment links with the third world is expressed more clearly in its 'Foreign Investment Policy.' Under the heading "Our commitment to Australian private enterprise" it states that "under an LCP Government the expansion of Australian companies will be the key to our economic development. Fur-

are excluded our import from Asia have actually fallen in value between 1964/67 and 1971/72. Exports to Indonesia were running at over four times the value of imports in 1971/72. The ALP has espoused as a policy objective equalising the trade balance with South East Asian countries.

It seeks to do this through a scheme to advise developing countries on markets in Australia, special preferences and a lowering of tariffs. A Liberal/Country Party Government would mean a return to protectionism. Already the textile and footwear industries are lobbying heavily for increases in protection. So the "increases in trade relations" talked of are likely to be all one way — attempting to increase our exports to Asia without a corresponding increase in imports. Where we do import it will continue to be in extractive areas, like log timber and other raw materials, which create little local employment and contributes little to Asian Economies. Paradoxically, in serving Australian business interests in this way the Liberal Party will act against the interests of its other main support group — the increasingly consumer-oriented trendy middleclass consumer. If we were to buy



peace, Africa and resource diplomacy a change of government does matter. A vote for the Liberals is a vote against the Third World.

On relationships with the United States the document is confused. We will restore "the special relations which existed before December 1972" yet not return to being a junior partner of the United States. The waffle in the document seeks to be all things to all men. But the equanimity of the United States is not likely to be disturbed however the election turns out.

The major area of difference is over Diego Garcia. A Liberal-Country Party would support the proposal to expand American naval support facilities. Yet according to Rohan Rivett, writing recently in the *Age*, because of our stand on Diego Garcia Australia has gained new respect in Asian eyes. "Canberra's overtures to Moscow and Washington to keep the Indian ocean free may prove abortive, but for one of the first times in history an Australian is speaking not just for 13 million here, but for hundreds of millions of Asians."

South Africa and Rhodesia would have little to worry about with Peacock as Foreign Minister. Australia's new credibility in independent Africa would be ditched in favour of a return to tacit encouragement of closer ties with minority white

government." (If Liberation movements are to have any chance against modern armies they need modern weapons). If it is right to give military aid at all, why is it right to help the Indonesian generals maintain a corrupt and repressive regime, but not Africans fighting for self determination and independence?

Labor is moving slowly on Southern Africa; the Liberal Country Party would move rapidly backwards. It is likely that Australian firms would actually be encouraged to invest in South Africa under the general Liberal policy of indiscriminately encouraging Australian investment overseas. Henry Jones (IXL) Ltd made three quarters of its 1973 profit from its South African operations. And Peacock made it clear in his press conference that sporting contacts would not be interfered with.

On relationships with Australia's immediate region the document talks in terms of the usual contributing to "regional growth and stability, particularly through trade, aid and cultural exchange." Like well-heeled Victorian ladies of charity the Liberals are conscious of our obligation to help those less fortunate than ourselves. Australia's role will not be decisive, they continue self-righteously, "but our example will be clear." Aid under Peacock is likely to remain heavily tied to the

her on it states "A further aim of a Liberal-Country Party Government will be to encourage Australian companies to establish and extend overseas operations..." Every encouragement it appears, will be given to Australian companies to invest abroad, whatever the economic and social consequences for the host country. Certain classes of export promotion incentives recently dropped by Dr Cairns as unnecessary will be revived; they do not to my knowledge, have any worked out guidelines on investment by Australian companies overseas. Foreign investment is only beneficial if it can be channelled into labour absorbing productive industries geared to the host country's own economies. The sort of indiscriminate investment a LCP Government will encourage is likely to create for Australia the same "ugly investor" image as Japan and the United States. An example of the sort of investment which should not be encouraged but would be is the Holden factory in Indonesia. This serves a prestige upper middle class market but displaces Betjar, one of the main sources of employment for Djakarta's growing urban poor. A bicycle factory would have met a genuine social need.

Australian trade relations with the third world are heavily loaded in our favour. If Japan, Hong Kong and Taiwan

more of our timber in a processed log form from South East Asia instead of aiming at feather-bedded self-sufficiency in timber, not only would this create employment directly and indirectly in South East Asia, but it would make these products cheaper and more readily available for the Australian consumer.

In the long run any policy which takes seriously "the emergence of new problems with respect to mineral and other resources energy supplies, rapid population growth and economic relations and of her internal economic structure. It would have profound effects on our lifestyle. Peacock, who finds questions about poverty embarrassing, fails to see the dimensions of these problems. A bit more aid to prove how generous he really is, plus an increased defence vote to be sure, while Anthony and Lynch and Co preside over the ripping off of the third world — that's hardly the answer of a man with a deeply thought out philosophy about social justice.

If what's good for CRA, BHP and IXL is indeed what's good for Australia, the Liberal Country Party's foreign policy is indeed in the national interest; it is certainly not, as Peacock's document claims, "based on international obligations" if these include some concern for the needs of the Third World.

Ann Pickering

EDJIMERCATN

An insight into the future of education after May 18th is provided by the respective records of the Liberal and Labor Governments.

At no time in 23 years of office did the Liberals match the high priority given to education funding that the Labor Government gave in the last sixteen months. In the first Labor budget the allocations for education doubled from \$430 million in 1972/73 to \$890 million in 1973/74. Since that budget, further allocations have been made.

Under Labor the basis of funding has been clearly altered. Liberal Government funds were allocated to State education systems in response to need. There was no obvious long term strategy in mind, or goals to which these funds were allocated.

In contrast, Labor has funded education to promote the goal of equality in education. To this end, funds have been deliberately directed to areas of greatest need. There was no obvious long term strategy in mind, or goals to which these funds were allocated.

In contrast, Labor has funded education to promote the goal of equality in education. To this end, funds have been deliberately directed to areas of greatest need. With this in mind, Labor has been less prone to base policy decisions on political expediency. For example, the Whitlam Government risked its future by pressing the Schools' Commission Bill to guarantee that the principle of needs based funding would be adopted.

Experimentation and change in education have been promoted by the Labor Government. Allocations to educational research (of \$800,000) have been started; several Commissions into aspects of education have been completed (e.g. Karmel Committee for Schools and the Kangan Commission into technical education); innovations by informal groups in secondary education have been promoted by the \$6 million allocation for special projects in the Schools Commission.

These differences in terms of financial priority, promotion of change, stable planned funding and commitment to the goal of equality are shown in several specific areas.

1. Tertiary Student Allowances

Labor's abolition of fees for all tuition, library and excursion fees at all government tertiary campuses saved each tertiary student in Australia some financial burden.

More important than the abolition of fees was the introduction of the Tertiary Allowance Scheme by Labor. Under the Liberals the Scholarship Scheme was based primarily on academic grounds. Labor's Allowances Scheme is based solely on need. The level of the allowances has been increased by Labor, while the means test has been changed to make more students eligible. The number of students on federal benefits rose from 25,000 in 1973 to about 62,000 in 1974, due to Labor's changes.

The provisions of the Labor scheme are closer to the needs of students than the previous Liberal scholarship scheme. Labor's changes in the independence provisions—from three to two years, will open the scheme to more students who are working their way through tertiary education. The changes in amount of outside work allowed and in loans allowed enable students receiving allowances to earn enough money to live comfortably. The flexibility in the Labor scheme is an aid to students getting allowances, compared with the former rigid scholarship scheme. Under the proposed boards of appeal for Labor's Allowance Scheme students will have easier and more sympathetic redress than under the Liberals old scheme.

Labor's scheme is not without inadequacies. Both Labor and Liberal Governments have failed to help students who are not supported by their parents but who are ineligible for assistance because of their parent's income level. The level of allowance for students living away from home is totally inadequate. Students in courses with high practical work content are disadvantaged as are students who cannot get well-paid holiday jobs.

These and other problems are unlikely to be fully resolved until some form of student wage is introduced. However, in spite of the problems, Labor's scheme shows a commitment to a needs based scheme of adequate student assistance.

2. Secondary Education

Labor's most prominent initiative in secondary education is the establishment of the Schools' Commission. This Commission was established to fund schools, through tied grants to the States, in an attempt to remove all inequality by 1979. The previous Liberal Education Minister said that such a Commission was impossible

fully implement Labor's plan and achieve Labor's ends, spending must increase as more projects are initiated.

3. Secondary Allowances

As with tertiary allowances, the secondary scheme has been changed from one based on academic merit to one based solely on need. This saves the future of children who could have been denied further education for financial reasons. A criticism of Labor's Secondary Allowances Scheme is that the means test is so high that slightly less money is being allocated than under the old Scholarship Scheme.

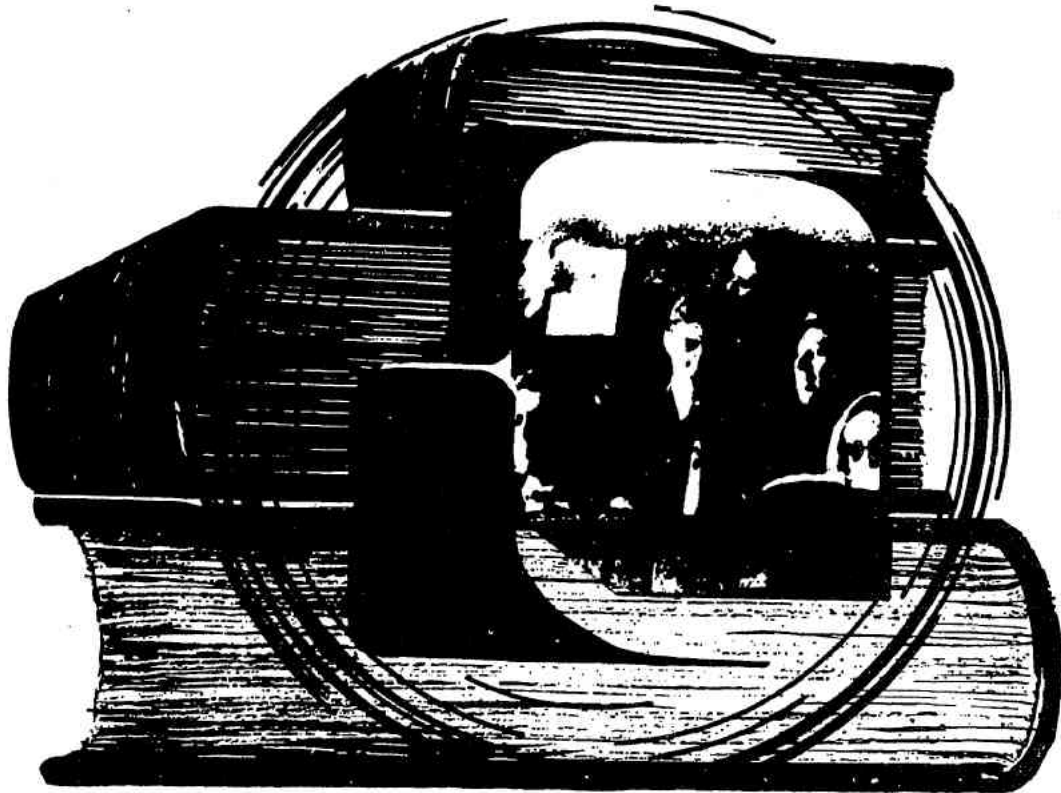
However, the Liberal's comments during this scheme's introduction showed a complete lack of understanding of the needs present in Australian education.

Mr. Staley's comment on the secondary allowances scheme "waste of resources to spend on people who may be better working" was symptomatic of the Liberal Party's belief in the academic basis of student financing. The scheme proposed

start of 1974, which makes the construction of long-term inflation-prone campus facilities easier. As in the secondary area, the commitment of the Labor Government has given tertiary education more funds and relatively stable prospects of growth.

The provisions of Federal funds means that tertiary campuses are assured of adequate funding for new or improved facilities — libraries, lecture halls and other resources. Under the previous Liberal scheme campuses were restricted by the priority of State treasuries from expanding. Now that all are funded by the Australian government more facilities can be provided to teachers colleges and colleges of advanced education especially. According to the Liberal party's policy for this election they favour delegating much of the decision making for tertiary education back to the States.

With Labor's funding of tertiary education, qualitative change is being considered, especially by the Open University Committee.



to establish. In the 1973/74 budget, \$97 million was allocated to the Commission and more has been allocated since. These allocations are part of a commitment by Labor of \$660 million for 1973-1976 to begin removing inequality in secondary education.

The huge allocation includes a \$6 million allocation for special projects for 1973/74. Most important however is the needs basis for allocating these funds.

By contrast, the Liberals statements during the Schools' Bill crisis in the Senate showed that they had a commitment to preserve existing privilege. No indication of a change in attitude has yet been made.

Secondary education has benefited in other ways too from Labor's term in office. Labor has budgeted \$5.7 million to black education, \$10 million to pre-schools and \$9.8 million to isolated children. More allocations have been made, especially to the pre-school area.

The Liberal Party has said that education spending will not be cut. But the

in the Liberal's policy statement for this election appears to favour the re-introduction of the academic basis of funding.

Research and results of the previous secondary and tertiary student scholarship schemes showed that they were inadequate. Assistance went to students who were already comfortably off and who did not have their time and energy drained by financial worries. Scholarship schemes are an inappropriate means of alleviating need. Also such schemes only aid those students who are at university, or in the higher levels of secondary education. They do not help those who are trying to get to higher levels of education.

4. Tertiary Education

Under Labor, all tertiary campuses are funded from the Federal Treasury. An immediate effect of this on students was the abolition of fees. More than this the Labor Government has increased its budget expenditure on tertiary education by \$144 million. As well, the Labor Government has provided for inflation, from the

Conclusion

Education under a Labor Government has seen three changes in emphasis. First, the sheer commitment of funds has increased dramatically. Secondly, these funds have been allocated according to a clear program of social reform aimed at promoting equality. This theme of "means tested" funding runs through the Labor Party's program. Thirdly, education has been administered under the Whitlam Government to afford opportunity for change and promote innovation.

At the time of writing, AUS has received an undertaking from the Opposition Education spokesman that tertiary fees will not be re-imposed. Apart from this statement, their approach is unclear.

AUS believes that the Whitlam Government has achieved many progressive reforms in education which open up education to more Australian citizens and promote change. The degree of change on your campus depends on the commitment of students to change in this work situation through extra parliamentary means.

PISS & WIND

THE FACE AT THE BOTTOM OF THE WELL

Once again philanthropy has taken hold of the university's Enlightened Minds. With devastating insight into the origins of Alienation they have isolated the necessary and sufficient cause.

Examinations.

So they have set themselves the task of abolishing them.

They tell us (and we ought to believe them) that a System exists at present which, disregarding Student Needs (university is Hell enough for the ignorant — why should we fail them?) tyrannically discriminates on the basis of Merit (a bourgeois quality, no doubt). This System is an Affront to Social Progress! It must give way before the aspirations of the Everystudent to A More Creative Form Of Assessment in order that he be more existentially committed to his work! It is essential, moreover, that he be guaranteed a Pass at the end of the year — at the Culmination of the Year's Exploration. Uncertainty must at all costs be totally eliminated — the student retains his Essential Freedom to be (pending other arrangements) essentially free!

And so, with unflagging insight and a sense of mission so radical that it even dispels the sense of ennui they would otherwise experience, these Philantropists of the Imagination dedicate themselves to the task of ushering in the Servile Academic System.

In true egalitarian fashion (and as much a fashion as it is egalitarian) they demand encouragement to be given to the Mediocre. With correspondingly Platonic vigour they seek out the Lowest Common Denominator. Study becomes secondary — Alienation must be rooted out. The Examination System alienates! It tests knowledge rather than The Understanding! The Worker is alienated from his Work! The Imagination is prevented from blossoming forth! How can there be true Participation under such conditions? (And think of how much work would be saved the clerical staff!)

But back to Participation. Do we want (they ask) to be subject to the Gradgrind Machine — forced to learn (by rote!) Facts Facts Facts? After all (they could well say) in all our philanthropy, are we not mere pale reflections of that One Essential Philantropist who wrote *Hard Times*?

It is not the task of the University to teach facts. Facts destroy the mind — or at least drastically limit the Creative Potential of the individual. We prefer the Understanding — that wide sweep encompassing all things.

But 'the understanding' cannot be taught. It is already there. Or it is something that cannot show itself outside of a knowledge of facts. And where there are no facts 'coherent arguments', 'value

judgements' and the like are impossible to make. All the books in the world, if placed before an empty mind, are useless. Yet it is emptymindedness that anti-examination techniques both advocate and encourage.

We must protect the Imagination, cry the Romantics. We must stop Facts discriminating between Essentially Good Peoples, cry the Philantropists.

And so, gazing into the future — the Reformed System — the Best of All Possible Worlds — they perceive Goodness. Peering into the depths — at the bottom of the well — they see the Face of God.

But having no commitment to facts they can have no clear idea as to what exactly constitutes goodness (except for their own romanticism, which as 'good', cannot outlast the environment that sustains it — i.e.: university). To facts they infinitely prefer Ultimate Realities, which the creative Imagination *alone* can grasp — euphoric constructions signalling Emancipation Of The Slave From His Condition Of Forced Alienation (original sin in reverse). Such Ultimate Realities must be known independently of any facts — a conclusion which follows quite naturally from the fact of their attacking a system which alone tests knowledge of the facts.

Perhaps they prefer that Truth be a matter of Inspiration? Of Creative Endeavour? That the object of the assessment is the creation of Works Of Art — manifestations of the Creative Intelligence? Aesthetic debauches?

Study will be no more! Truth will be from the Heart! Better still — truth will be a matter of class, with Bougeois Truths

and Proletariat Truths (the latter, of course, superior)? Why not? Nothing is important except the Ultimate Aim — the abolition of Alienation (which is a consequence of exams). Everything is to be subordinated to this Aim, including studies. But 'any attempted subordination of study to other purposes is an attack on study itself, and the principal anti-theoretical attitude at the present time is meliorism... 'betterment' ...' (Anderson)

Standards have always smacked of bougeois elitism! Everybody knows that the children of the Bougeoisie are most likely more intelligent than those of the Proletarians. This has got to stop! The race is not to the swift, nor the battle to the strong, neither yet bread to the wise, nor yet favour to men of skill! Behold the Millenium!

Study, however, exists for its own sake, and resists subordination. If subordinated it has its revenge. Words become empty of content — words such as 'knowledge' and even 'understanding'. Philantropism breeds barbarism. Repetition and banalities quickly replace the initial enthusiasms of the raptured Imaginations.

Quality of thought always depends upon knowledge of the facts and to attack a system which tests knowledge of facts is to attack the quality of assertions (including any assertions the Imagination might make). Upon what qualitative basis do we assess the *assertion* that it is good to attack the quality of assertions?

While Pure Assessment (whatever it is) must, in an incidental way, support the

tendency to learn facts, it cannot (unless there are concealed exam techniques, such as 'monthly tests') test a person's knowledge of them. This is why philanthropy concentrates its efforts in attacking 'the failure rate'. Being in reality a disguised Utilitarianism it has effectively overlooked the true function of the university. Because its basis is not a concern from the protection of study, but rather an apotheosis of Benevolence, it is useless to argue against it the reform of existing institutions. Such reforms would have to guarantee the continuity of quality in education.

But the philantropists are ideologically committed — committed if anything to a superficial iconoclasm and an imaginary threshold, over which all must pass in order to achieve some Glorious Affirmation of Existence. Accordingly, advocates of philanthropy believe themselves alone to have already crossed over — which is, at best, a dogmatic attitude. Preoccupied with Alienation they have no desire to see the system remain intact — which it must do to preserve quality in education (granted that some mystical Threshold does not exist). Philantropy, in the last instance, leads to educational inflation.

The romantic aspirations of philanthropy are not enough to guarantee its success. In fact, in the same manner as all other forms of Creativity, it has failed the test.

The face at the bottom of the well is the Philantropist's own.

(Postscript. What a wonderful (and handy) dichotomy! Are we now to believe in the infallibility of student demands as *fait accompli*? Even if these activists were representatively credible — even if they stood for the views of the entire student body, which they don't — this says nothing for the procedural difficulties of implementing their philanthropist demands. (But it might be added that the distinction which they draw between themselves — 'existentially committed', committed to 'constructiveness', 'creativity', glorified in their roles of vanguard (romantic) nihilists and their opponents — bougeois, vested-interest-men, selfish, unidealistic incompetents — excludes all possibility of students conceding any points.) As one member of the Board said — how is it possible for students to choose course content if they have no knowledge of what the course comprises? And which students will? Assuredly, only those who at present consider themselves 'unapathetic' — that is, our servile Marxists, those who at the moment advocate 'solidarity' and anti-intellectualism. Granted, we all want to be philantropists, but self-righteousness, self-importance, self-immolation and a persecution complex marked the gallant occupation of the Chancelry and the paper-plane throwers of the meeting of the BSGS in Melville Hall.)

J. Packer, Arts II

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Professor Geoffrey Harcourt
of the
Adelaide University Economics Dept.

Haydon Allen Tank
1 pm, Tuesday May 7th

"All you're never told about Economics"

This issue of Woroni was edited by Martin Attridge. Layout by Martin and John.

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REVIEWS

RIP OFF — May 1-4, 6-11
 Tickets \$2. — \$1.20 students ANU Shop.

On Wednesday night, in Childers Street Theatre, the ANU Theatre Group opened the season for its 1974 Student Revue, "Rip-Off (or a full flush of the social cistern)". The presentation of "Rip-Off" follows a two year break with the tradition of ANU Revues, and, it is to be hoped that the tradition will not be allowed to lapse again. Certainly, if "Rip Off's" opening night is a fair representation of student abilities in the area of revue theatre, the enthusiasm and talent displayed will sustain the tradition for many years yet.

The production is a very ambitious presentation and the Director, Martin Willoughby-Thomas, is to be congratulated for his positive approach to the medium and his conception of the revue as integrated theatre used as an outlet for original, and, specifically student ideas. The use of an all white stage is adventurous and, while it creates some discontinuity through the inability to fully black out the stage between items, the impact is stunning and provides a perfect back drop for the optimal use of lighting. This is especially obvious in the overture.

The musical score written in the main by the Musical Director, Paul Hohne, and performed by a six member band led by Peter Dodson is strong and impressive. The band is flexible and the variety of instruments and musical forms blends very well with the scope and format of the show. The combination of band, lights and stage gives the presentation almost a concert atmosphere at times, and when the dancers from N.U.D.E. are added, the effect is quite overwhelming.

There are very few old faces in the cast of the production and I would imagine that only Jeremy Carew-Reid, Libby Barker and Nick Simpson would be familiar to the audience. The predominance of newer cast members, who are in the main confident and enthusiastic will undoubtedly provide a good foundation for future productions. Of the new faces Roland Manderson shows great flexibility and Sue Seddon and Bronwy Ether also show promise. The scripts are mostly original and show an interesting range of attitudes, from the "Chico Rock" exuberance, to the slower academic plod of "Realistic course content"

Relying on Canberra's central position in the country and, its own social experiment, the script writers have collected a relevant and pertinent selection of items which the native audience will be able to directly relate too. The show is enjoyable and satisfying it has an abundance of humour and should satisfy most of your senses.

Review of BUS STOP by William Inge, Produced by Robert Tait for ANU Theatre Group.

The sceptics who believed that ANU Theatre Group would remain moribund in 1974 (its last successful major production was *Dr Faustus* in March '73) are to be confounded by the imminent production of the ANU Revue, *Rip-Off, or a Full Flush of the Social Cystem* (opening Childers Street on May 1st), which is expected to be well up to the high standard of past revues.

However, even more heartening at the moment is the spectacular success of Robert Tait's production of *Bus Stop*.

Billed, somewhat erroneously, as "the ultimate fifties experience" and performed in the "Marilyn Monroe Memorial Theatre" (Union Meetings Room) — M.M. starred in the film version, it is the work of the American Playwright William Inge, a lesser-known contemporary of Arthur Miller and Tennessee Williams, whom Robert Tait considers to be an under-recognized genius.

At the end of the first act I thought I was going to flatly disagree. It looked like just another competently-written realistic play (the setting a late-night cafe where stranded bus-passengers are forced into communication with each other). By the end of the second act I conceded it was a very good play; and by the end I was convinced it was a brilliant one.

From an unobtrusive beginning, each of the characters develops deeper and deeper reality; as what seemed at first like clichéd characterization turns out to be terribly real persons struggling to find ways out of (or into) the stereotyped roles (tough cowboy, nightclub singer, sheriff, etc) society offers them. At the end everyone of the eight characters has so laid claim to the audience's understanding that it becomes a positive embarrassment to apportion one's sympathies among them as they interact and struggle.

To say that a group of largely inexperienced actors managed to convey all this to the audience (which responded at the end with a long ovation) is to say they did superbly. Dorothy Watson, whose physical attributes qualified her for the "Marilyn" role, proved that her acting abilities are in no way behind. Chris Coffey (as the English professor who just can't keep his hands off little girls), and Debbie Meade (as the shy young student on the edge of adult knowledge) turned

in flawless pieces of character-acting. But the success was very much a team effort, in which Jane Fleming, Paul Cooper, John Fowler, Tim McKay and Colin Whitelaw all played their parts.

Mark O'Connor.



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WOMEN UNDER LABOR

It has been 15 months since Labor came into office, with claims that it would offer a better deal to women. Labor has had time to show its true spirits and it is now that the Labor Government is being criticised and praised for its efforts. Now before Labor stands trial again with the Senate elections, is a good time to examine what Labor has done for women. This question was examined recently at a Labor Public Seminar at the Town House in Melbourne by Ms Jean Meltor, the third candidate on the Labor Senate ticket in Victoria, and Ms Elizabeth Reid, Advisor to the PM on womens issues.

Ms Meltor addressed the meeting as to what the Labor Government have in fact done in an attempt to change the status of women. The first thing mentioned was the reopening of the equal pay case, this resulted in the introduction of a basic wage for all adults rather than only a male basic wage. This also brought about the introduction of a single rate for an occupat-

ional group or classification irrespective of sex. The Labor Government also claims to be attempting to eliminate sex discrimination in employment by setting an example in the Commonwealth Public Service (this is illustrated by the appointment of Ms Reid as a top Government Advisor. It was also pointed out in the course of the meeting that Ms Reid's salary is only \$10,000 in comparison to the starting point of most top advisors at \$17,000.). The number of women who have been appointed to superior positions in the public service since Labor came to power was not pointed out.

Child Care

Perhaps the major advances the Government has made is, as Ms Reid suggests, in the area of child care. A Pre-school Committee set up in 1973 is due to become a statutory authority to be known as the Australian Pre-School Commission. A child Care Standards Committee has also been formed which will advise the Commission on matters relating specific

ally to Child Minding Centres. In 1973-1974 budget \$10 million was allocated to making pre-school education available to all children. An additional \$8 million was provided to assist in the construction of child-care centres. Money has also been given for the training of Pre-School Teachers, and for research into the need for child-care centres and the sort of centres which should be set up. The implementation of nation wide child care centres is still very much in the preparatory stages, the need being immense, but this is one area in which positive action (though slow due to the inevitable bureaucracy) is being taken.

The areas of change mentioned are those in which the Labor Government has up to this point, taken action. This action, inadequate as it is, is an improvement on the performance of previous Governments. It is now interesting to look at the possibilities Ms Reid (as key advisor on women and thus the person most likely to predict possible future action) sees open to the Government.

Force or Persuasion

Ms Reid suggests that the changes which really are necessary for advancing the right for women to work are at the employer level. She says that employers must start to take a much greater degree of social responsibility. This would be in terms of providing child care; providing part-time work for women with a second job as a housewife; and providing on the job training for women and men equally. Ms Reid then talks of the possibilities of achieving this. She feels that there are two alternatives; either by force in terms of legislation making discrimination an offence, or by persuasion in the forms of subsidies being paid to employers to give them incentive to employ women etc. Ms Reid argues that force only produces the 'litigant' mentality, whereby the courts become jammed with cases and nothing really changes because there has been no real change of attitudes on the part of the employer. She sees the real possib-

ility for change in the employment situation as being by persuasion, the offering of subsidies to induce employers to employ women. I tend to think that, though talking to the employer through his pocket is one language he understands, it does nothing to change his attitudes or promote his social consciousness. Using subsidies also tends to mean that at a time of economic recession, the subsidy would be cut and women would once again be the first out of a job.

Ms Reid expresses the need to use only carefully thought out reforms which go to the root of the inequality and don't merely lead to further inequalities, as she suggests is possibly the case with making child care and the hiring of domestic help tax deductible. Such tax deductions only really benefit the rich. Along with this also goes the need to make sure reforms aren't only superficial, so that on face value there appears to be equality but none of the basic male female power politics is examined. Ms Reid feels that a large part of the sex discrimination that goes on is out of the Government's hands. This is probably true in many respects: the States have power over education; the Government cannot regulate personal relationships; and at the moment industry and business have the prerogative as to who they employ and promote. There are, however, many more things that could be done if politicians regarded them important enough. At the moment it is very doubtful that any of our politicians have seriously examined their own sexism.

One thing that I feel is very lacking is the absence of a committee of women to carry out the immense task of educating women as to the opportunities, e.g. re-training schemes; and benefits, e.g. the free women's health clinic, family planning etc., which are open to them. At present there is one woman speaking for the interests of approximately 50% of the population.

Janet Wahlquist.

WOMAN'S STUDIES

Campus Women's Liberation meetings at least for the remainder of this term will be held every Monday night at 8 pm in the Meetings Room. The aim of the meetings is to discuss the organisation and implementation of the Women's Studies Course. A general invitation to attend has been extended to all women members of academic staff.

The first meeting on the women's studies course was held on Monday 29th April. This meeting had to be held at fairly short notice as we must be able to submit a brief organisational outline to the Students' Association Education Committee by Friday 3rd May. Fortunately we were able to contact most women members of staff to ask them to attend. Many expressed great enthusiasm to join the discussion but were unable to attend due to prior commitments. Nevertheless we were glad to welcome those staff members who could attend.

It has so far been decided that:

1. We press for the establishment of a multi-disciplinary course to be convened by at least one full-time member of academic staff.
2. We insist that this convenor be a woman. There was much discussion around this issue but the feeling of the meeting was eventually expressed that a male convenor could not be considered competent in an area involving exclusively women's issues.
3. Assistance in running the course be solicited from members of staff with regard only to their established competence in the field under discussion, regardless of sex. This simply means that if we are discussing an area of women's oppression in which it is felt that a male member of staff has a valuable contribution to make he should be invited to speak to us.

Many other issues were discussed particularly as to how far we (the students) could be assured of a significant say in who discusses what. Since the struggle for a women's studies course is very much bound up with the other demands put forward by the Students' Association, the issue of student control/participation is partly contingent upon our forcing the acceptance of those demands.

We have so far only agreed on a very vague content outline and we hope to go into this deeply at future meetings.

A fuller report of the implications and decisions of Monday's meeting will be available at the door of the next meeting. Men who feel they have valuable suggestions to make or who are interested in enrolling in such a course themselves will be welcome.

The women's Committee on the women's studies is constituted as a sub-committee of the Students' Association Education Committee. Its members are: Liz O'Brien, Pam Hewitt (students), Daphne Gollan, Margaret McKenzie (staff members).

Women's Studies Course — Monday 6 May at 8pm in the Meetings Room.

